Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 (*State your proficiency goal*):
By 2023, RCSHS will increase the combined percentage of students scoring at or above proficiency in reading and math on the college readiness assessment from 49.1% to 59.1%.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By 2019, RCSHS will increase the percentage of proficient students in ACT reading from 59.5% to 61.5%.	KCWP 2: Design and Deliver Instruction – School/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target	School leadership ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional Development Book Study	30-60-90 Day Plan February 4 (30 day) March 4 (60 day) April 8 (90 day)	$900 Book Study
		Teachers plan strategically in the selection of high yield instructional strategy usage within lessons.	Teacher lessons reflect implementation of high yield strategies as evidenced in PDSA and walk throughs.	30-60-90 Day Plan February 4 (30 day) March 4 (60 day) April 8 (90 day)	$0
	KCWP 2: Design and Deliver Instruction – Process is in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, and purpose) and know the criteria for success?	Teachers ensure that students understand the success criteria within each learning target.	PDSA posted daily in classrooms and referred to multiple times in a lesson	30-60-90 Day Plan February 4 (30 day) March 4 (60 day) April 8 (90 day)	$0
		Teachers ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments	PDSA posted in classrooms with RTI and Enrichment activities identified	30-60-90 Day Plan February 4 (30 day) March 4 (60 day) April 8 (90 day)	$0
Objective 2	KCWP 2: Design and Deliver	Leadership ensure ongoing	Professional	30-60-90 Day Plan	$900 Book Study

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
By 2019, RCSHS will increase the percentage of proficient students in ACT math from 38.6% to 40.6%	Instruction – School/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target	professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Development Book Study	February 4 (30 day) March 4 (60 day) April 8 (90 day)	
		Teachers plan strategically in the selection of high yield instructional strategy usage within lessons.	Teacher lessons reflect implementation of high yield strategies as evidenced in PDSA and walk throughs.	30-60-90 Day Plan February 4 (30 day) March 4 (60 day) April 8 (90 day)	$0
	KCWP 2: Design and Deliver Instruction – Process is in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, and purpose) and know the criteria for success?	Teachers ensure that students understand the success criteria within each learning target.	PDSA posted daily in classrooms and referred to multiple times in a lesson	30-60-90 Day Plan February 4 (30 day) March 4 (60 day) April 8 (90 day)	$0
		Teachers ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments	PDSA posted in classrooms with RTI and Enrichment activities identified	30-60-90 Day Plan February 4 (30 day) March 4 (60 day) April 8 (90 day)	$0

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal):*
By 2023, RCSHS will increase the combined percentage of students scoring at or above proficiency in separate academic indicators on the college readiness assessment from 44.4% to 54.4%.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By 2019, RCSHS will increase the percentage of proficient students in ACT science from 31.5% to 33.5%.	KCWP 2: Design and Deliver Instruction – School/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target	Leadership ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional Development Book Study	30-60-90 Day Plan February 4 (30 day) March 4 (60 day) April 8 (90 day)	$900 Book Study
		Teachers plan strategically in the selection of high yield instructional strategy usage within lessons.	Teacher lessons reflect implementation of high yield strategies as evidenced in PDSA and walk throughs.	30-60-90 Day Plan February 4 (30 day) March 4 (60 day) April 8 (90 day)	$0
	KCWP 2: Design and Deliver Instruction – Process is in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, and purpose) and know the criteria for success?	Leadership ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional Development Book Study	30-60-90 Day Plan February 4 (30 day) March 4 (60 day) April 8 (90 day)	$900 Book Study
		Teachers plan strategically in the selection of high yield instructional strategy usage within lessons.	Teacher lessons reflect implementation of high yield strategies as evidenced in PDSA and walk throughs.	30-60-90 Day Plan February 4 (30 day) March 4 (60 day) April 8 (90 day)	$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 2 By 2019, RCSHS will increase the percentage of proficient students in On Demand Writing from 57.9% to 59.9%.	KCWP 2: Design and Deliver Instruction – School/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target	Leadership ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional Development Book Study	30-60-90 Day Plan February 4 (30 day) March 4 (60 day) April 8 (90 day)	$900 Book Study
		Teachers plan strategically in the selection of high yield instructional strategy usage within lessons.	Teacher lessons reflect implementation of high yield strategies as evidenced in PDSA and walk throughs.	30-60-90 Day Plan February 4 (30 day) March 4 (60 day) April 8 (90 day)	$0
	KCWP 2: Design and Deliver Instruction – Process is in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, and purpose) and know the criteria for success?	Leadership ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional Development Book Study	30-60-90 Day Plan February 4 (30 day) March 4 (60 day) April 8 (90 day)	$900 Book Study
		Teachers plan strategically in the selection of high yield instructional strategy usage within lessons.	Teacher lessons reflect implementation of high yield strategies as evidenced in PDSA and walk throughs.	30-60-90 Day Plan February 4 (30 day) March 4 (60 day) April 8 (90 day)	$0

3: Gap

Goal 3 (*State your Gap goal):*
By 2023, RCSHS will increase the combined percentage of students in the consolidated gap group scoring at or above proficiency in reading and math from 37.1% to 47.1%.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)	Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By 2019, RCSHS will increase the combined percentage of students with disabilities scoring proficiency or above in reading and math from 37.1% to 39.1%.	KCWP 5: Design, Align and Deliver Support - System or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students.	Teachers implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs. Student ACT scores are compiled three times per year to monitor student growth.	Benchmark Testing, PDSA, ESS Daytime Waiver, Reading Plus Data	30-60-90 Day Plan February 4 (30 day) March 4 (60 day) April 8 (90 day)	$18000 – ESS Daytime Wavier $3000 – Reading Plus
		Teachers incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	PLC, PDSA, Professional Development, ESS Daytime Waiver, Reading Plus Data	30-60-90 Day Plan February 4 (30 day) March 4 (60 day) April 8 (90 day)	$18000 – ESS Daytime Wavier $3000 – Reading Plus
	KCWP 5: Design, Align and Deliver Support - Data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning.	Teachers/Administration Team utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and/or learning walk details to ensure high levels of teacher effectiveness and student achievement.	Walk Through Data, ELEOT Classroom Visits, ELEOT Team Training		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

4: Graduation rate

Goal 4 (*State your Graduation Rate goal*):
By 2023, RCSHS will increase the percentage of students graduating in four years from 94.2% to 99.2%.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By 2019, RCSHS will increase the percentage of students graduating in four years from 94.2% to 95.2%.	KCWP 5: Design, Align and Deliver Support - System or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students.	Leadership Team utilizes the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.	Service Team Meeting	Weekly Service Team Meeting Log and Tab in IC.	$0
		Leadership Team assure consideration and addressment of non-academic barriers to learning.	Service Team Meeting	Weekly Service Team Meeting Log and Tab in IC.	$0
	KCWP 5: Design, Align and Deliver Support - Stakeholders determine which best practice strategies will meet the identified needs of the students.	Leadership Team implements and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs.	Graduation Checksheets, Benchmark Tests	Transcript Audit – 2 times per year Benchmark Test results – 3 times per year	$0
		Leadership Team develops a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Student Schedules, Graduation Checksheets	Transcript Audit – 2 times per year Benchmark Test results – 3 times per year	$0
Objective 2					

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

5: Growth

Goal 5 (*State your Growth goal*):
NA

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*) • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*) • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

6: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): By 2023, RCSHS will increase the percentage of students who are transition ready from 66.0% to 76.0%.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By 2019, RCSHS will increase the percentage of students who are transition ready from 66.0% to 68.0%.	KCWP – 2 Design and Deliver Instruction – School/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target	Teachers ensure that students understand the success criteria within each learning target.	PDSA posted daily in classrooms and referred to multiple times in a lesson	30-60-90 Day Plan February 4 (30 day) March 4 (60 day) April 8 (90 day)	$0
		Teachers ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments	PDSA posted in classrooms with RTI and Enrichment activities identified	30-60-90 Day Plan February 4 (30 day) March 4 (60 day) April 8 (90 day)	$0
	KCWP 5: Design, Align and Deliver Support - System or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students.	Teachers implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs. Student ACT scores are compiled three times per year to monitor student growth. Student EOP Benchmark data is compiled three times per year	Benchmark Testing, PDSA, ESS Daytime Waiver, Reading Plus Data	30-60-90 Day Plan February 4 (30 day) March 4 (60 day) April 8 (90 day)	$18000 – ESS Daytime Wavier $3000 – Reading Plus
		Teachers incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to	PLC, PDSA, Professional Development,	30-60-90 Day Plan February 4 (30 day) March 4 (60 day) April 8 (90 day)	$18000 – ESS Daytime Wavier $3000 – Reading Plus

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		procure a unique match that will propel student achievement.	ESS Daytime Waiver, Reading Plus Data		
Objective 2					

7: Other (optional)

Goal 7 (*State your goal*):

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					